

Victory Primary School



Victory for all!

Teaching and Learning Policy

Reviewed October 2016

Teaching and Learning Policy

“Since we cannot know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead we should try to turn out young people who love learning so much and learn so well, that they will be able to learn whatever needs to be learned.” (John Holt)

At Victory Primary School we acknowledge the essential purpose of education to be learning: learning to create, to solve problems, think critically, to evaluate and reflect, learn and unlearn, to care about others and the environment. At Victory we keep our eyes firmly fixed on this purpose. It is our job to create the right kind of learning environment for this purpose.

We believe in the right of every child to an inspirational education that develops their knowledge, skills, attitudes and behaviours, enabling them to become happy and successful, have high aspirations, and make a positive difference to their own lives, and to their community.

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Section 1

Aims:

At Victory Primary School we undertake to:

- Raise levels of attainment for all pupils, enabling them to reach high levels of achievement regardless of their ability, socio-economic background, ethnicity, language or gender.
- Develop learners with a growth mindset, who believe that with determination, self-belief and self-discipline, everyone can learn and improve, and that there are no limits to personal achievement.
- Develop confident, self-disciplined and enquiring learners, able to make informed, independent choices and able to apply their learning to new problems.
- Foster a love of learning for all children within our community.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities and equality in relation to gender, race, culture, class, special needs and belief.
- Provide and maintain a school and classroom environment which supports, reflects and stimulates learning.
- Provide a safe and happy environment for all.
- Promote a thoughtful attitude towards the immediate and wider environment.
- To share expectations with pupils and parents and to encourage high aspirations for all pupils.
- To continually develop and improve the teaching and learning at Victory.

We are determined that all stakeholders, should have high aspirations for all children.

Types of Learning

There are four fundamental types of learning as identified in UNESCO's report called "Learning, the treasure within".

Learning to know:

Acquiring a broad general knowledge, intellectual curiosity, the instruments of understanding, independence of judgement and the impetus and foundation for being able to continue learning throughout life.

Learning to do:

The competence to put what has been learned into practice, even when it is unclear how future work will evolve, to deal with many situations and to act

creatively. This involves higher order skills at all levels, including being able to process information, evaluate, analyse and make critical judgements and to be able to communicate with others.

Learning to live together:

Developing understanding of and respect for other people, their cultures and values. Building empathy for others' points of view, and understanding diversity and similarities between people, appreciating interdependence and being able to dialogue and debate, to participate and co-operate with others, enhance relationships and combat violence and conflict.

Learning to be:

Developing the "all round" person who possesses great autonomy, judgement and personal responsibility, such that they can understand themselves and their world and solve their own problems.

These are the foundations, underpinning the curriculum at Victory and the experiences we are working to offer all our pupils as their educational entitlement.

Section 2

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the attitudes, behaviours, skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a productive, clean, stimulating and effective working environment at all times, in which every child can achieve.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's Positive Behaviour Management Policy.
- Maintaining purposeful and informative planning, assessment and evaluation documents, in line with the school's Assessment and Effective Feedback Policy statement, which includes daily formative assessment and intervention.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Years Foundation Stage curriculum.

- Creating an environment where everyone is encouraged to take part in a positive discourse about their own learning and that of others
- Valuing and celebrating pupils' success and achievements.
- Continually reflecting on the teaching and learning process and reviewing personal and professional development by attending appropriate INSET, training and support from colleagues, and taking an active role in our learning community, in order to ensure a high level of professional expertise.
- Welcoming, supporting and educating teaching and non-teaching students.

Equal Opportunities:

In accordance with the school's Equality Policy, all children at Victory Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, class, gender, language, ability or disability.

The curriculum on offer at Victory is relevant and accessible to all pupils, and ensures that the beliefs, experiences and cultures of our community are valued and included at the heart of the curriculum.

The school is committed to an active learning approach; learning opportunities are provided in a variety of styles and approaches. This promotes deep and memorable learning. Whilst we recognise that different people prefer to learn in different ways, we also believe that children should be challenged to learn in ways that are not favoured to them. In a supportive learning environment, this helps children become more able to solve problems creatively and in different ways; promotes divergent thinking; encourages children to be more reflective about their learning and themselves; and raises aspiration and achievement. This needs to be reflected in the planning reviews, observation of teaching, classrooms and shared areas of the school, and work sampling that form our monitoring and review practice. All subject leaders, senior leaders and governors need to keep this commitment in mind when carrying out monitoring.

Successful Teaching and Learning at Victory

The teaching staff regularly review the criteria that define satisfactory, good and outstanding teaching and learning at Victory with reference to the Ofsted criteria. This is our agreed, shared definition of what outstanding teaching and learning looks like in practice:

Outstanding teaching and learning

All children are engaged and enthusiastic about learning. They have a very good understanding of what they are learning; how it builds on their previous achievements; and what they are aiming for.. This is achieved by teacher's giving clear objectives, differentiated success criteria, and personalised feedback and targets. **All** children are challenged, and teachers and pupils have high aspirations and high expectations. Children lead each other's learning by sharing strategies and ideas, and evaluating their own, and each other's learning through

self and peer assessment. Children show determination, self discipline and self belief when learning activities are challenging, and consider mistakes as opportunities to learn. All children make very good progress within lessons, due to well differentiated learning activities. Due to excellent subject knowledge and regular and thorough assessment opportunities, planning is constantly adapted, both as lessons progress and from day to day. Support and intervention, for groups and individuals is focused, well timed and effective. The next steps in learning are identified for groups and individuals and misconceptions are addressed. There is a broad range of imaginative teaching strategies which consider different learning styles, and the interests and needs of individuals. A range of resources are used to aid learning and act as a powerful stimulus, including IT, visual and concrete resources. There is a range of questioning, including open questions and questions that require higher order thinking skills. Strategies are used to enable all children to answer questions, especially those designed to assess learning. When longer or deeper answers are required children have the opportunity to discuss and rehearse their answers with a partner. Teaching assistants have a positive impact on learning, and all adults share assessment and have an input into planning. Marking and feedback are frequent, individualised and of a consistently high quality. Pupils take an active role in their learning by responding regularly to teachers' comments, and taking part in self assessment and peer assessment.

These are the OFSTED criteria for teaching and learning (September 2016):

■ **Outstanding (1)**

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the

necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

■ **Good (2)**

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their

knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Learning Communities

One essential strategy we use to develop and improve the professional knowledge and skills of our teachers is our learning community. Our learning community is focused on improving the learning experiences, and progress, of all the children at Victory. It is based on our passion for learning and professional development; our belief that we can always develop and improve our practice; and our belief that the children at Victory should have an outstanding and inspiring education.

Our learning community provides us with opportunities:

- to promote a professional discourse about areas of teaching and learning
- to reflect on, and improve, our own practice
- to learn from each other
- to share excellent practice

Teachers learn from each other by observing each other and discussing practice. The focus may be a whole school focus or an individual one.

Section 3

II. Curriculum and Planning

At Victory Primary School our curriculum includes the programmes of study as required by the National Curriculum and the Early Years Foundation Stage curriculum guidance. As well as this, our curriculum map includes elements which:

- reflect our school ethos.
- are relevant to our children and our community; celebrate our identities and cultures; and develop the knowledge and skills necessary for society today, as well as considering those that will be needed in the future.
- develop life-long learning skills and attitudes such as reflectiveness, resourcefulness, perseverance and goal setting, and promote high aspirations.
- develop values such as fairness, tolerance and respect.

Our curriculum map addresses the long term needs of our children, enabling them to become successful learners beyond primary school, and become happy, successful and productive members of society. (See The Victory School Curriculum Map). It is reviewed every year and adapted in the light of changes in our community, developments in knowledge about learning, and developments in the wider world. We use a cross curricular approach to teaching skills and knowledge, and to promote the understanding of key concepts. Opportunities to apply writing and maths skills in other subjects are highlighted in the curriculum map.

At the beginning of each half term the theme is introduced through an entry point. An entry point is prepared by the teacher and is designed to be inspiring and stimulate awe and fascination about the learning to be undertaken. They include the use of actors, artefacts, film, practical activities, role play, and visits/visitors. At the end of each half term there is an exit point which is prepared by the children throughout the half term. Exit points give purpose to the learning, so that the learning culminates in an end product (learning “just in time” rather than “just in case”). These exit points have an audience, another class, parents or the wider community. In preparing and delivering these exit points children develop their teamwork skills and their presentational skills, providing lots of opportunities to use the subject specific vocabulary learnt. Exit points include drama, re-enactments, productions, and the setting up of museums, exhibitions and other institutions, such as cafes.

- The curriculum map is revised yearly by all subject leaders to ensure not only coverage, but also that it is stimulating, creative and relevant to the needs and the lives of our pupils.
- The curriculum leader and subject leaders agree on cross curricular units that will be covered in each year. Subject leaders ensure curriculum coverage for their subject and that learning is appropriate for the year group, as well as identifying any areas that may need to be taught in discrete lessons. Subject leaders also suggest opportunities for the application of writing and maths skills and knowledge. This puts these skills in a meaningful context, and gives children opportunities to practise and embed them.
- Class teachers, with the support of subject leaders, plan objectives for the half term on the medium term objective planning sheet which ensures the curriculum can be delivered effectively over the weeks of the term, taking into account the impact of key events such as performances, assessment weeks, etc.
- Short term planning for literacy and numeracy uses a set format and requires teachers to plan units of work, using the objectives given in our

literacy curriculum map and our maths medium term plans. Expectations of what should be covered in each year group is clearly given in the Victory School Curriculum Map. Teachers link the literacy topics to another area of the curriculum, eg humanities, where appropriate. This provides pupils with a more cohesive curriculum. At the end of each unit, teachers assess pupils' achievement, and this is then used to inform future planning.

Planning files are visible and available in each class. They contain the long, medium and short term plans for each term and subject, and senior leaders, and governors can view planning files for monitoring as required. Plans are monitored by subject leaders each term, and frequently by senior teachers. Senior teachers and SLT monitor literacy and maths plans every week and regularly give feedback to class teachers. Teaching assistants have access to a copy of the appropriate weekly plans each Monday and are engaged in reviewing achievement and planning for next steps in learning.

Learning Environment:

I. Management

The learning environment is managed in line with the Victory Learning Environment policy in such a way as to facilitate different styles of learning, with particular regard to Special and Additional Educational Needs. The environment is managed in such a way to facilitate:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Teaching Assistants and external agencies support children with Additional and Special Educational Needs, as outlined on their Individual Education Plans and Personal Learning Plans.

II. Behaviour Management

As outlined in the whole school Positive Behaviour Policy, each class will display the Victory Primary School Golden Rules and behaviour monitoring chart.

III. Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be grouped according to curriculum subject, or cross curricular theme, and clearly labelled.
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the school.
- In foundation and KS1 classes imaginative play areas will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner. Wherever possible we are also working to develop these opportunities at KS2.
- Pupils are involved in the maintenance and care of all equipment and resources.
- Resources are accessible to the children, promoting independence and resourcefulness.
- Central curriculum resources are labelled and stored in the resource room and subject stores. The phase team and subject leaders have a responsibility to maintain these resource stores and update them regularly.

Differentiation:

At Victory quality differentiation is driven by thinking skills, as we believe children only acquire higher order thinking skills by practicing them every day. However, some subjects, such as maths and PE are differentiated by complexity of task, skill, or concept, or the use of different equipment. In maths we don't only expect that knowledge, skills and concepts are learnt but that all children can apply these. Pupils may also be supported with visual, auditory or concrete aids.

All lessons are differentiated to enable **all** children to access the curriculum and make progress. Differentiated tasks are detailed in weekly planning. Success criteria reflect the differentiation using **MUST**, **SHOULD** and **COULD**. Children are encouraged to have high expectations of themselves, challenge themselves and decide what they aim for by identifying the element of the success criteria they will work towards.

Assessment and Evaluation:

Rigorous assessment and quality feedback is critical for learning. Throughout a lesson, and when marking work, teachers constantly assess the children's knowledge and skills. Teachers refine the content of lessons in light of this ongoing daily assessment. This then informs planning, learning activities,

groupings and interventions. Children are expected to be involved in this process. Achievements are shared and celebrated, targets and next steps for learning are shared, and children take part in self and peer assessment. (See Assessment and Effective Feedback Policy).

Teachers also make summative assessments at the end of each term. These are used to track progress, ensuring that children make good, or outstanding progress during their time at Victory. A gap analysis is undertaken and this then informs the teaching and learning for the next term. Record-keeping and assessment procedures are defined in the Assessment for Learning Policy.

- The EYFS keep their profiles in line with the EYFS framework and the EYFS age related bands. This is detailed in the EYFS policy.
- Year Two pupils are assessed in Mathematics, English, Science and Grammar Punctuation and Spelling using the Key Stage 1 Statutory Assessment Tests and Teacher Assessments.
- Year Six children are assessed in Mathematics, Reading and Grammar Punctuation and Spelling using the Key Stage 2 Statutory Assessment Tests. Teacher assessments are given for writing and science.
- All Pupils will be monitored using Teacher and formal assessment for Mathematics and English in the Autumn, Spring and Summer Terms. These assessments are used to build a pupil track analysis profile (tracking pupil's progress to ensure all children make good, or outstanding progress over their time at Victory).
- Children with identified Special and Additional Educational Needs will be assessed in greater detail using Age Standardised Reading and Spelling assessments where appropriate, as well as twice yearly IEP reviews where appropriate.

All results from these assessments are analysed thoroughly by senior leaders and class teachers. At termly pupil progress meetings, senior leaders and class teachers identify any areas of concern and plan action to address these. A programme of intervention is developed by the Senior Leadership Team to support children to achieve and make accelerated progress.

Monitoring and evaluation:

This is detailed in the assessment, monitoring and evaluation overview document.

Teaching Strategies:

In order to ensure progress, attainment, progression, equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Provision of an integrated and active curriculum both inside and outside the Foundation Stage and Year 1 classrooms
- The involvement of subject leaders in the development of individual

curriculum areas, in order to ensure continuity and progression between Early Years Foundation Stage and Key Stage 1 and between Key Stages 1 and 2

- The development of the links between Years 5 and 6 and local secondary school provision
- Teacher observation, reflection and evaluation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Investigation and enquiry led learning
- Interactive teaching
- Providing engaging, active and practical learning activities related to real life
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to address misconceptions and ensure progress
- Providing all children with opportunities for success
- Providing encouragement, positive reinforcement and praise to develop the self esteem of all children
- Using a range of positive communication strategies ~ verbal and non-verbal
- Using a range of types of questioning including assessment questions, open ended questioning, and questioning which stimulates higher order thinking (see Bloom's Taxonomy) where pupils are given the time to think about their response, and as often as possible using strategies where every child is expected to consider and/or give an answer. Eg. partner talk, "show me" resources.
- Providing opportunities for children to take responsibility for their own learning to review and reflect on their own learning, and to show resilience when they find things difficult.
- Using daily ongoing assessment to adapt lessons and short term plans
- Use of the classroom environment to stimulate and enhance learning

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work. All learning should be objective led and provide opportunities for reflection in the form of a plenary session. Pupils should know and be able to see, both the learning objective and the success criteria for every lesson e.g. What am I learning? What will I be able to do? Pupils should be able to explain what they are learning and how they will know they have been successful.

Resources:

Each classroom will be equipped with a set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate subject resource area, and will be regularly audited by the subject leaders and Deputy Headteacher.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Section 4

Learning Processes:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Reflecting
- Empathising
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making
- Applying knowledge and skills in different contexts

At Victory Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Section 5 Governors' Role:

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting to the Head teacher, staff and parents.
- Reporting to the curriculum and standards committee.
- Reporting to the Full Governing Body

And as detailed in the Governors' Handbook:

- To receive reports from the Head teacher and/or the Teacher Governor.

- To attend selected INSETs.
- To receive reports from the Premises Manager on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role:

We believe that the parents of our pupils have a vital role to play in helping their children learn. Victory Primary School works hard to promote dialogue with parents, to keep them informed and to include them in all aspects of school life.

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending open evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in their child's Individual Education Plans, and any special and additional educational needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the Home School Agreement.
- Agreeing to, and supporting, the school's homework policy.
- Contributing relevant information to initial assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs